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By-Hartog, John F.; Modlinger, Roy
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This report describes a Federally-financed project to improve the self-image of disadvantaged pupils living in two institutions for neglected children. After a week of orientation the children were exposed to 3 weeks of camping environment. Program activities included small group counseling, independent study, physical education, and music, drama and art experiences. Student attitudes and behavior, the program's general effectiveness, and the daily schedule are described. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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To: Herb S. Hence, Director
Public Law 89-10, Title I
Office of the Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706

EVALUATION

Public Law 89-10, Title-I-Project No. 1939N

"Improvement of Self-Image"

Freeport School District No. 145
Freeport, Illinois 61032

Prepared by:
John F. Hartog, Director
Title-I-Project No. 1939N
and
Roy Modlinger, Camp Director

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS
RAY PAGE, SUPERINTENDENT

EVALUATION FORMAT

Programs for Children in Institutions for Neglected and Delinquent Children

Name of Institution St. Vincent's Home for Children; King's Daughters' Children's Home

Name of Agency or LEA Freeport School District #145

Street 1205 South Chicago

City Freeport, Illinois 61032

Contact Person John F. Hartog

Project Number(s) 1939N, _____, _____, _____, _____, _____ .

Date Submitted September 26, 1967

Unless individualized items specifically indicate otherwise, all projects of an agency may be reported as a group rather than on an individual basis.

Local educational agencies will complete the first line of this page. State agencies may omit the first line of this page.

Please submit two copies of this report on or before September 30, 1967

Return to: Director, Title 1
Office of the Superintendent of Public Instruction
316 South 2nd. Street
Springfield, Illinois 62706

I. Project Data (State Totals)

Unduplicated Count of Children Participating

	State Institution Program	Local Institution Program
A. Number of Institutions Participating in Title I Programs	0	2
B. Number of Children in Public Schools Participating	0	67
C. Number of Children in Nonpublic Schools Participating	0	23
D. Number of Children Not Enrolled Participating	0	0
E. Total Number of Children Participating in Neglected and Delinquent Programs	0	90

II. Innovative Projects

A. Describe innovative and/or exemplary[1/] projects or activities that include new approaches in educating neglected and delinquent children in institutions. (One criterion for selecting an innovative project might be its merit for dissemination to other institutions with similar characteristics.) For innovative projects, indicate whether or not the projects were judged successful. For each exemplary or innovative project cited state the basis for selection.

B. Include human interest materials or incidents developing from Title I projects.

1/ Exemplary Projects: Those projects judged effective in reaching objectives and would prove valuable as models for other States.

Innovative Projects: Those projects that were designed to utilize methods or activities that were new or untried within the State.

II-A General Description

The major need of educationally deprived children residing in the two institutions for neglected children in Freeport, King's Daughters' Children's Home and St. Vincent's Home for Children, is the improvement of their self-image. The administrators of these two institutions believe that the prime factor responsible for poor academic performance by these children is their poor self-esteem which in turn produces a low occupational and educational aspiration level. Much of the literature concerning educationally and culturally deprived children offers further evidence that one of the primary needs of these children is an improved self-esteem.

This project was designed to bring the school-age children of the two institutions for neglected children in Freeport, after a week of orientation, into a camping environment for a period of three weeks. The theraputic value of a camping situation along with the tendency for an early development of closer and deeper interpersonal relationships has long been recognized. Hence the reason for using the camping environment was to remove these children from their usual environment and place them in one which should have facilitated the achievement of the objectives of this program. A further reason for selecting a camping program was due to the law prohibiting teachers and personnel from working inside the institution. The primary objective of this program was to help these children improve their self-image.

The improved self-image is more specifically defined in the following objectives:

1. To help students develop self-confidence
2. To help students raise their educational and occupational aspirations
3. To help students to view themselves as being worth-while individuals and members of their peer group
4. To help students realize that they can establish realistic goals and achieve them successfully
5. To help students to learn that goals are not always achieved and when they are not the reaction should be reevaluation and establishment of new goals

The week of orientation prior to the camping experience was concerned with activities designed to:

1. Begin the establishment of rapport between students and staff personnel
2. Assess current attitudes and aspirations of students
3. Assess needs and interests of students
4. Determine individual study activities
5. Establish individual student goals for the three-week period
6. Inform students of the program; its activities and opportunities

This project included a number of aspects or activities each with its own objectives which contributed to the general objectives of the total program. Each child participated in all aspects of the total program.

The program of this project included the following activities:

A. Small Group Counseling

Small group and individual counseling by teachers and aides were conducted daily. Each teacher and aide were responsible for a maximum of ten students. The purpose of these sessions was to help students to look at themselves, to talk about their problems, and to attempt to solve some of the problems. These sessions helped students to answer the questions of Who am I?, What can I do?, What can I be?, What must I do to get there?

Objectives of this activity included:

1. Establishing of realistic individual goals
2. Broadening of the student's perception of available opportunities
3. Helping students to become aware of their potential
4. Helping students to develop confidence in their own ability to achieve
5. Developing in students the desire to improve their own performance

Basic to this aspect of the program was in-service training for the teachers. The in-service training, conducted prior to the camping experience, was concerned with developing small-group counseling techniques. Several follow-up sessions during the course of the camping experience were also conducted with the teachers.

B. Independent Study

Students were given the opportunity to study in an area of their choice. The study was for enrichment, general development, or remediation and was dependent solely upon the interests and needs of the student.

Each teacher worked with a maximum of ten students. Each teacher also had the assistance of a non-professional aide.

The objectives of this activity were:

1. To help children to establish goals which were achievable but which extended their effort to their fullest capacity
2. To help children to approach academic tasks with confidence
3. To help children to develop pride and satisfaction in carrying out and completing a task to the best of their ability

4. To provide for successful and satisfying educational experiences

5. To acquaint students with the value of education

C. Physical Education

Students participated in physical education activities daily. This program emphasized individual skill development. There were also provisions for games and other group activities requiring team effort. (Details of this activity and art may be found in the answer to question VI-A.)

The physical education objectives were:

1. To improve coordination, grace, and a sense of movement rhythm

2. To provide situations that encouraged individual self-confidence and self-direction

3. To provide situations that encouraged initiative, sociability, and a feeling of belonging and contributing to group success

4. To provide for establishment and successful achievement of individual and group goals

D. Art and Crafts

Students had the opportunity to develop and improve skills with various media.

The objectives of the craft activity were:

1. To provide a means of individual expression

2. To develop an awareness of beauty and form

E. Drama

Role playing and the production of short plays provided students an opportunity to participate in an activity requiring interdependence and cooperation of a large group.

The objectives included:

1. To provide students with an opportunity to create entertainment and pleasure for others

2. To help children to sense that many endeavors are dependent upon the cooperation of the individuals involved and each individual's success is dependent upon the actions of others

3. To provide an opportunity for creative expression

4. To help establish a feeling of worth and belonging to a group

C

F. Music

Each student participated in singing or other musical activities. The objective of this activity was to help establish a feeling of belonging to a group.

This project served 90 students and employed the following personnel:

9 Certified Public School Teachers

9 Teacher Aides (all of whom had at least two years of college and several were college graduates)

1 Registered Nurse

1 Director

1 Secretary, Part-time

The objectives of this proposal were concerned with the development of more positive attitudes and feelings which are not readily assessed by standardized objective measurement. For this reason, the evalaution of the project depends primarily upon such things as: observation of student behavior, student self-evaluation, and interviews with students. Also, the supervisors of the two homes from which the children came were invited to a meeting with the camp director, Superintendent of Schools, and the Title-I Director to discuss and assess the activities, objectives and the program of the camping project. It was the consensus of the group that in general the project was successful. Student behavior and attitudes which indicate that progress was made toward the achievement of the objectives include items such as the following:

1. Does the student approach tasks with self-confidence?

The general attitude of the camp during the first week was that of apprehension and refusal and the youngsters were quite verbal in their unwillingness to participate. It was soon discovered, however, that what the youngsters were expressing was not a wish to remain aloof, but rather a lack of confidence in themselves to become involved and to undertake a task at which they might fail. It was the consensus of opinion of the staff at the end of the three weeks that better than 50% of the youngsters had made a definite improvement in this area.

2. Does the student establish realistic goals?

This objective was a difficult one to assess. One of the approaches used by the staff in an attempt to instill confidence was that of getting the youngsters to establish goals which could be attained and therefore assuring the youngster a measure of success. Each of the groups at the camp established several goals for the time they were at camp and each group was able to achieve some of the goals they set forth.

3. If the student does not achieve a goal, does he reevaluate and establish a new goal?

This objective is closely related to #2 and was just as difficult to assess. There were individual examples of this objective being met, but the staff was unable to arrive at a clear estimate of the degree to which this objective was achieved.

4. Has the student raised his educational and occupational aspirations?

The evaluation of this objective depended almost wholly upon student interviews. Approximately 10% of the students indicated that they had higher aspirations at the end of the camping experience than they did at the beginning.

5. Does the student have a better understanding of his potential?

As in objective #4, the evaluation of this objective depended upon student interviews and the results were roughly the same. Approximately 10% of the students had a better understanding of their potential.

6. Does the student have a better knowledge of opportunities open to him?

This point was stressed more and more as group counseling and independent study were explored and developed. Many of the students arrived at camp exhibiting a high degree of self-pity based on the fact that because they were in an institution most of the doors of life were closed to them. Much time and effort was expended by the staff in explaining to the youngsters that success or failure in life did not depend upon whether or not they were institutionalized, but rather upon each individual's desire to become successful and his pursuit of the opportunities available to all children his age. It was the feeling of the staff that at least 30% of the youngsters left camp with a better understanding of the opportunities open to them.

7. Does the student put forth his greatest effort to accomplish tasks?

An attempt is being made to evaluate this objective in the light of the youngsters' schoolwork. Last school year's grades of all of the youngsters participating in the project who attend public schools are being gathered and these will be compared to the grades which will be received this school year. Results of regular standardized tests administered by the schools will also be examined to note any significant changes.

8. Does the student take pride in his endeavors?

Observation of student behavior plus discussion with the supervisors of both homes from which the children came indicated that this was one of the more successful objectives. Pride in group achievement as well as personal achievement was quite evident during the last week at camp and the supervisor at one of the homes indicates that there was a definite carryover in this area after they arrived back at the home.

9. Does the student actively participate in group activities?

This objective is closely related to #8. The willingness of the youngsters to participate reflected their pride in their endeavors. It was felt that over 60% of the children eagerly participated during the final week and that they took pride in this participation.

II-B Human Interest Incidents

Human interest material and incidents developing from this project are the best possible indicators of the success of the project.

In an attempt to arrive at the primary objective, improvement of self-image, the children were divided into 9 groups of 10 each. Each group was assigned to two adults, one teacher and one aide. These groups of 12 were referred to as Basic Groups and operated as family units. In every group but two, the adults were a male and a female, giving the family unit a mother and father image. These basic groups ate their meals together and spent their mornings in group counseling and independent study together. For three weeks the youngsters spent over half of their time with their Basic Group. The manner in which each group approached group counseling and independent study relied wholly upon the needs and desires of the individuals within the group. Consequently, methods, techniques and results varied widely.

The teacher and aide in one group spent some of their counseling time in an unused cabin on the campground. There were a number of double-deck cots stored in this cabin and the group would spread out on these bunks and "talk." On this particular morning, the teacher and his aide were having a difficult time getting the group settled for a group-counseling session. The male teacher was lying in one upper bunk and his female aide was lying in another. After several unsuccessful attempts at asking the question of the day, the teacher and his aide--unplanned and unthinking--reached out a hand, clasped the partner's hand and held it. A hush immediately settled over the cabin as the group of 11 and 12 year old youngsters witnessed this quiet, unassumed show of affection between two adults. As the youngsters overcame their initial "shock" the questions began pouring forth; "Do you love her?", "Why do you love him?", "You're not married, how come you're holding hands?" This became the springboard for a full discussion on love and the part it plays in our lives. Before this group counseling session was over, everyone in the group had joined hands and had a little better understanding about loving himself and other members of the human family.

Lack of respect toward material possessions--both theirs and those of others--seemed to be indicative of the low level of self-concept held by the type of youngster at camp. Thinking rather little of themselves, they were wont to think little of the things they, or others owned.

Sitting in the craft shack when the project youngsters arrived were two rather large papier-mache animals which previous 4-H campers had made with the intention of sending them into a Chicago children's hospital. One of these animals was a 6 foot high giraffe. During the first week of camp, the giraffe was practically demolished. It was decided that an attempt to repair the damage should be made. While sitting around a campfire during an overnite camp-out, one of the groups was given the challenge of refurbishing

the broken-down giraffe. They accepted the challenge and the rest of the campers were told at lunch the next day that the giraffe was to be repaired so that it could be sent to a children's hospital. For the next ten days group #8 spent all of its spare time working on their project. The giraffe had to be stripped down to the chicken wire frame, new supports built and fresh papier-mache laid on and then painted. The finished product was much superior to the original. Not one of the remaining 80 youngsters touched or bothered the giraffe during the reconstruction. When it was finished, group #8 glowed with pride as they displayed it for all to see and the entire group of 90 youngsters shared in the feeling of a challenge accepted and a job well done.

The relatively poor self-image held by most of these youngsters undoubtedly stemmed in part from the unhappy and unfortunate experience which resulted in their being placed in a home. This rejection -on the part of parents or relatives--manifests itself in many ways in these children. The complete spectrum, from total withdrawal to overt hostility was evident as attempts were made to counsel and guide them. Many of the children appeared to be normal, healthy youngsters until an attempt to relate to them was made.

Roger was a quiet, unassuming boy, slight of stature and sober of face. He was compliant but did not actively participate in group discussions or camp activities. His withdrawal from practically all group contact was quite evident as was his willingness to become just another face in the crowd. Attempts to draw him into conversation were practically futile for the first week and a half of camp. One day, about midway through the camping experience, the teacher in Roger's group managed to engage him in a conversation on a one-to-one basis. Roger evinced an interest in the Civil War and a desire to know more about it. The teacher wisely grasped at this display of interest and pursued it. It was learned that Roger had read nothing about the Civil War except the cursory descriptions that had appeared in various textbooks he had come in contact with, and further, he did not have a library card nor had he ever been in the public library. That very morning, Roger and his counselor got into a car, drove to Freeport to the Public Library, secured a library card for Roger, located the section on the Civil War and found and checked out a beautifully bound and illustrated book on the Civil War. From that morning on, that book never left Roger's sight. The book, the interest shown in him by an adult, plus the fact that a need - or - desire was met at once, proved to be the spur for Roger's re-entry into the world about him. He became an active participant in group discussions, became a leader in group activities. He became a very involved, interested, very active member of the camping community. He became an eager talker, ready and interested in discussing himself, camp and the Civil War. The culmination of this incident came at lunch on the last day of camp when he was selected "The Best Male Camper."

XI Major Problem Areas

No major problems were encountered by the local educational agency in implementing this program. There is the possibility of a problem emerging if a similar project were to be carried on another year and that would be one of a financial nature. Camp costs will be increased next year (the price charged per camper) and the implementation of a similar project for a like number of neglected children will be quite difficult.

THE GIRAFFE

ROGER and
HIS BOOK

COUNSELORS
and
AIDES

VI. General Program Effectiveness

VI-A Services to Neglected Children

All of the services provided to neglected and delinquent children through this project were totally separate from and over and above the regular Title-I program conducted during the school year. The services of this project were provided to meet the specific objective of improvement of self-image. A resume of the daily schedule and an elucidation of certain aspects of that schedule should serve to clarify this point.

DAILY SCHEDULE

7:00 A.M.	Reveille
7:15 A.M.	Trotters
7:30 A.M.	Breakfast
8:15 A.M.	Flag Raising
8:30 A.M.	Cleanup
9:00 A.M.	Counseling and Study
11:45 A.M.	Trotters
12:00 Noon	Lunch
1:00 P.M.	Quiet Time
2:00 P.M.	P.E. Activity
3:30 P.M.	Art
4:45 P.M.	Special Interest
5:45 P.M.	Trotters
6:00 P.M.	Dinner
7:00 P.M.	Flag Lowering
7:15 P.M.	Evening Activities

7:00 - 8:45

Each day was begun in a typical camping manner with reveille, calisthentics, breakfast, flag raising and cleanup. The youngsters were given the responsibility for cleaning up their own sleeping area. As awards were made for the neatest tent and cabin, and for the neatest area, a group pride soon developed and the competition for the award became keener as the days wore on. 4-H camp officials stated that by the middle of the three weeks, the youngsters were keeping their tents and areas neater than the regular 4-H campers had all summer. This was the first area in which pride and participation in an endeavor were seen.

9:00 - 12:00

This block of time was spent in many different ways. Small group counseling and independent study - actually carried on informally all day long as the situation presented itself - formally took on many aspects as the needs and desires of the individuals were discovered and identified. The basic groups of ten were established by age so that discussions and counseling could settle around problems shared by most of the group. Even with this homogeneity, however, there were times when further grouping was advisable. Some youngsters needed a one-to-one approach; some youngsters operated more effectively in groups of their own sex; some youngsters expressed needs very similar to those of one or two other members of their group. Whatever needs

rom from with in the group, the counselors tempted to meet during the morning session grouping and regrouping.

Often during the morning session, one ould see groups of three, four, five and ore, as well as some groups of ten.

The independent studies generally grew out of expressed desires or questions of the students. The outstanding example of this was the instance of the boy and his interest in the Civil War. Many of the independent studies took the form of nature study. There were numerous collections of catepillars, insects, tadpoles, leaves, flowers, rocks, etc. The youngest group caught a frog one day and the next several mornings were spent collecting items and furnishing an aquarium for the frog. Some of the girls from several groups expressed a desire to learn how to sew. A sewing machine was available so these girls were allowed to pursue this course of study.

Several groups made extensive use of our library - over 200 volumes borrowed from the Freeport Public Library and the Empire School Library. They used these books to identify specimens they found, to answer questions that arose concerning the mystery of nature, and to carry on independent study in an area of their own choosing.

12:00 - 2:00

An innovation in the lunch program was the rotation of counselors among the tables. Each noon the teachers and aides would move to a different table. This was done so that all of the youngsters could get to know all the counselors a little better. An unexpected result was the behavior of the youngsters. It almost seemed as though they put on their best manners and behavior for their "guests." It was felt that this good behavior reflected a pride which the youngsters were developing within the group and was being expressed in their desire to impress the counselors who were eating with them.

A quiet time was added to the schedule during the first week of camp. It became quite evident after a few days that the outdoor life and a busy schedule necessitated a period during the day when the youngsters could lie down, relax and catch their breath. For several of the groups this time was used in the perusal of books. The tent counselor would take an armload of story books from our library to the tent and the youngsters came to look forward to "reading" during the quiet time.

2:00 - 3:30

The P.E. activity program was structured to introduce the youngsters to a

variety of activities. Nine activities were scheduled and each group was rotated through the schedule so they participated in each activity twice. The first time through the schedule, the youngsters were given basic instruction in the fundamentals of the activity and the second time around, they were given additional instruction and shown some of the ramifications of the activity. If a youngster showed a definite interest in a given area, he was encouraged to pursue it and to spend time in practice during the special interest time. (During special interest time there were counselors at each P.E. activity station. This allowed the children to spend time practicing a particular skill or to spend time at an activity which they enjoyed.)

The activities scheduled were: golf, swimming, boating, archery, trampoline, fishing, hiking, and 2 sections of group games. The group games included softball, volleyball, kickball, and a variety of games for the younger groups. These activ-

ities were structured to develop confidence and allow the younger to succeed.

3:30 - 4:45

In order to meet the objectives for art, the youngsters were offered a wide selection of materials and were encouraged to express themselves in a variety of mediums. The usual camp crafts requiring weaving and leather work were omitted in order to encourage creativity. Water colors, oil, finger painting, charcoal, clay, plaster, and papier mache were among the mediums offered to the children. The program was structured so that a youngster was exposed to several areas of art expression during the three weeks. An art exhibit was held the last night of camp and awards were given for creativity and performance.

From the start this aspect of the camp received enthusiastic support. Most of the youngsters enjoyed working with their hands and much extra time was spent in the craft shack. During special interest time there were always many youngsters working on various projects and talking to the counselors assigned to this situation. A great deal of one-to-one guidance was carried on in this informal atmosphere with both student and counselor, working side

y side and talking. The art segment of the program was judged to be one of the most successful in reaching the stated objectives - setting goals, carrying a task through to its completion, developing pride, and achieving success.

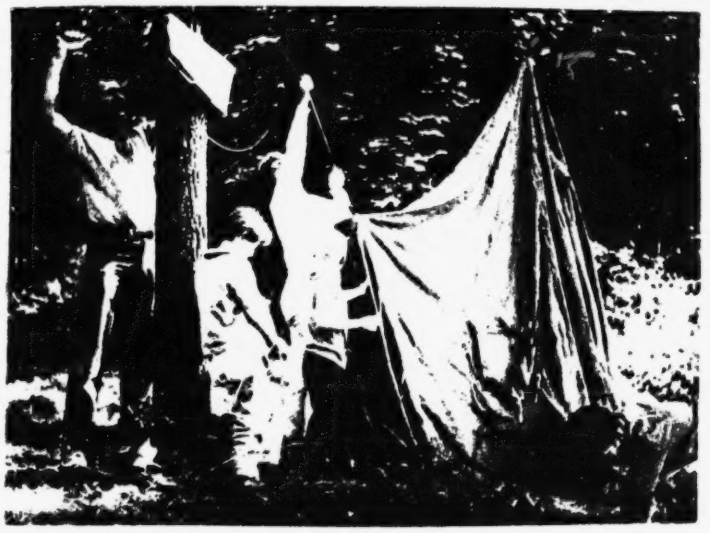
:45 - 6:00

The special interest time was used in a diverse number of ways. Some youngsters used this time to become more proficient in one of the P.E. activities. Some youngsters used this time to work on projects started during art. Some youngsters used this time to work on their collections or other aspects of independent studies. Other youngsters used this time to seek out a counselor with whom they wished to talk.

This time was found to be a fine time for impromptu counseling and guidance.

6:00 - 7:15

The dinner hour was one of the highlights of the camping day. The family unit was back together again after an afternoon of varied activity and there was usually much to talk about. Following a fine meal, accomplishments of the day were recognized. Recognition was given for such things as: the largest fish caught; the most fish caught; a particularly fine painting or piece of sculpture; a high score in archery; or a group accomplishment - such as camping overnight and staying dry through a rain.



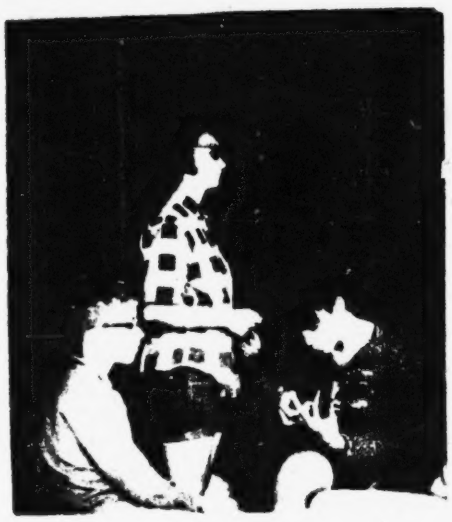
An attempt was made to recognize anything that would foster pride within a group or an individual. Although there was some singing at every meal, the singing at the dinner hour was always the longest and the heartiest of the day.

Immediately after dinner the flag was lowered. The youngsters who volunteered for this duty spent extra time practicing it. On the final evening in camp an excellent job of flag lowering was done by the smallest and youngest of the campers. It was a fine indication that some of the objectives of the camp were reached by even some of the youngest members - setting a goal, carrying through to achieve it, and having a sense of pride in a job well done.

Another task which the students performed and came to take pride in was that of trotting. The trotters set the tables for each meal and served the food. Following the meal, they cleared the tables and took the dishes to the kitchen.

7:15 P.M.

The evening programs contained a wide variety of approaches. Some were educational; three scientists, with an interest in astronomy, brought telescopes to camp and allowed the youngsters to look through them as they explained about the stars, planets, and the constellations. Some were group orientated; a large-scale treasure hunt with appropriate clues for each age group, to put all groups on an even basis, was extremely successful. Some were opportunities for role playing by the youngsters; skit night by the campers and the final night's bonfire when each group was responsible for a part of the program. Some were purely for entertainment; movies borrowed from a local television station or skits performed by the counselors.



It was felt that the basic group idea and the wide diversity of activities allowed each individual to participate and to grow according to his own abilities and desires. Every youngster was given many opportunities for success and close personal contact with adults who respected him as an individual. A capsule appraisal of the total project would be, that for a first year program, it was quite successful.

VI-F Recidivism Rate

This item does not apply. None of these children were from institutions for delinquents.